Technical/Business Communication
(TECH BUS COMM)

4508

Technical/Business Communication is a business course that provides students with the communication and problem-solving skills to function effectively in the workplace. Areas of study include written/oral/visual communication, listening, informational reading, Internet research/analysis, and electronic communication. Concepts addressed will include adapting communication to the situation, purpose, and audience. Students produce documents related to employee handbooks, instructional manuals, employment communication, organizational communication, business reports, and social and professional situations using word processing, presentation, multimedia, and desktop publishing software. Instructional strategies should include team projects, class or small group discussions, case studies or scenarios, community-based projects, technology, and business experiences.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Digital Communication Tools and Computer Applications
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- May fulfill up to two graduation credits of the English/Language Arts requirement
- Course content standards/performance expectations and Indiana Academic Standards integrated at: http://www.doe.in.gov/octe/bme/curriculum/contentstandards.htm
- Teacher Requirements: http://doe.in.gov/dps/licensing/assignmentcode
- Career Clusters: A recommended component for career pathways in several Indiana career clusters
- Career pathway information: http://www.doe.in.gov/octe/facs/CrrClstrGrid.html

Course Content Standards and Performance Expectations

TBC 1   Introduction

TBC 1.1   Content Standard: Students understand the nature of oral, visual, and written communication in the workplace.

Performance Expectations
TBC 1.1.1   Identify Who, What, Why, and How in Technical/Business Communication
TBC 1.1.2   Understand the importance of technical/business communication in the workplace
TBC 1.1.3   Introduce concepts of situation, purpose, and audience
TBC 1.1.4   Understand that workplace communication is always situational (that it always has a reason or is a response) and is always part of a complex communication network
TBC 1.1.5   Recognize that technical/business documents include but are not limited to proposals, technical articles, abstracts, reports, letters, memos, e-mail, manuals, outlines, flyers

TBC 2   Gathering and Assessing Information/Resources

TBC 2.1   Content Standard: Students locate, assess, and use information from a variety of print and online sources.

Performance Expectations
TBC 2.1.1   Locate print and online information to aid in decision making and strengthening arguments
TBC 2.1.2   Determine authority and validity of sources/resources
TBC 2.1.3   Understand how statistics can be interpreted and manipulated
TBC 2.1.4   Identify and assess common logical fallacies, such as over-generalization and distorted data
TBC 2.1.5   Understand ethical issues involved in gathering, displaying, and interpreting data
TBC 2.1.6   Identify content and design errors in visual displays of data such as tables, graphs, and charts
TBC 2.1.7   Use research strategies to confirm accuracy of information in technical/business communication

TBC 3   Informational Reading

TBC 3.1   Content Standard: Students read and analyze for content, interpretation, and inference.

Performance Expectations
TBC 3.1.1   Identify and analyze the situation, purpose, and audience when reading print and online material
TBC 3.1.2   Apply reading skills to gather information from print and online material
TBC 3.1.3   Analyze the integrity of printed and online material
TBC 3.1.4   Use context clues to recognize word meaning
TBC 3.1.5   Select appropriate reading method for a particular situation (e.g., skimming, scanning, speed reading, and in-depth reading)
TBC 3.1.6   Distinguish between literal and inferential statements
TBC 3.1.7   Discuss print and online persuasive information and its impact on decision making
TBC 3.1.8   Interpret technical/business correspondence, professional articles, and supporting graphic materials
TBC 3.1.9   Interpret and use information from manuals, computer printouts, and electronic sources
TBC 3.1.10 Explain career-specific terminology
TBC 3.1.11 Analyze and synthesize information from print and electronic sources to create a group project or product

TBC 4   Written Communication

TBC 4.1   Content Standard: Students plan and write documents that are appropriate for the situation, purpose and audience.

Performance Expectations
TBC 4.1.1   Analyze the situation, purpose, and audience to guide the planning, writing, and revising of written material
TBC 4.1.2   Develop and use a writing process appropriate to the situation
TBC 4.1.3   Design letters, memos, and reports that conform to workplace standards and conventions
TBC 4.1.4   Demonstrate and understand effective layout, design, and typography

TBC 4.1.5 Create technical/business documents and presentations that are informational, persuasive, and analytical
TBC 4.1.6 Avoid biased language (e.g., sex, gender, race, etc.)
TBC 4.1.7 Revise and edit documents to improve content and effectiveness
TBC 4.1.8 Prepare industry-specific technical reports that incorporate graphic aids
TBC 4.1.9 Analyze and respond to complex business case studies
TBC 4.1.10 Research, analyze, and prepare collaboratively a written response to a complex business project

TBC 5   Oral Communication

TBC 5.1   Content Standard: Students communicate in a clear, courteous, concise, and appropriate manner.

Performance Expectations
TBC 5.1.1 Analyze the situation, purpose, and audience to guide the planning and presentation of oral communication
TBC 5.1.2 Select language, visuals, and method of delivery appropriate to the situation
TBC 5.1.3 Use proper telephone techniques and etiquette
TBC 5.1.4 Ask questions with confidence to elicit general and specific information
TBC 5.1.5 Respond to questions directly and appropriately
TBC 5.1.6 Organize thoughts to reflect logical thinking before speaking
TBC 5.1.7 Identify regional and cultural differences in spoken communication; use oral language that is comprehensible to the audience
TBC 5.1.8 Plan and present short presentations individually and as a member of a group
TBC 5.1.9 Interact effectively with people from varying international, cultural, ethic, and racial backgrounds
TBC 5.1.10 Function as a team member to identify and solve several problems inherent in a capstone project
TBC 5.1.11 Present findings of capstone projects in a formal presentation using appropriate graphics, media, and support materials
TBC 5.1.12 Deliver impromptu and planned speeches with confidence
TBC 5.1.13 Advocate a specific cause
TBC 5.1.14 Serve effectively as an interviewer or interviewee in public relations, civic, media, and community situations

TBC 6   Listening

TBC 6.1   Content Standard: Students listen discriminately and respond appropriately to oral communication.

Performance Expectations
TBC 6.1.1 Analyze the situation, purpose, and audience of an oral message
TBC 6.1.2 Listen discriminately in order to separate verifiable information from opinion
TBC 6.1.3 Critique media and oral presentations analytically and critically
TBC 6.1.4 Assess and respond to a speaker's nonverbal messages
TBC 6.1.5 Identify and overcome major barriers to enhance active listening
TBC 6.1.6 Direct courteous attention to multiple speakers within a group to obtain key facts

TBC 7   Communication Through Technology

TBC 7.1   Content Standard: Students enhance the effectiveness of communication through the use of technology.

Performance Expectations
TBC 7.1.1   Analyze the situation, purpose, and audience when using technology to communicate
TBC 7.1.2   Operate electronic message technologies to include facsimile machines, voice mail, conference calls, pagers, and e-mail
TBC 7.1.3   Use computer networks (e.g., communicating computers, Internet, or on-line databases) to facilitate collaborative or individual learning and communicating
TBC 7.1.4   Discuss the use of the following communicating systems: WATS lines, LAN system, cellular technology, and voice recognition dictation
TBC 7.1.5   Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware
TBC 7.1.6   Address the ethical issues regarding intellectual property and dissemination of information generated electronically
TBC 7.1.7   Apply the rules of electronic messaging etiquette
TBC 7.1.8   Evaluate and select messages that may be addressed best by electronic media
TBC 7.1.9   Incorporate the use of international electronic resources such as Internet in complex projects

TBC 8   Employment Communication

TBC 8.1   Content Standard: Students integrate communication in the pursuit of employability. (This should have been covered in a previous course, but if not, the following performance expectations should be addressed or used as a brief review.)

Performance Expectations
TBC 8.1.1   Research the job market and specific potential employers using personal and electronic networks
TBC 8.1.2   Write a formal application letter, print and scannable versions of a resume, and a follow-up (thank you) letter for job opportunities
TBC 8.1.3   Develop an employment portfolio
TBC 8.1.4   Demonstrate proper business and dining etiquette
TBC 8.1.5   Complete employment application forms
TBC 8.1.6   Demonstrate appropriate interviewing techniques (dress, questions, etc.)
TBC 8.1.7   Understand employer expectations (punctuality, dependability, willingness to learn, cooperation, etc.)
TBC 8.1.8   Identify employee expectations (health and safety, evaluations, fairness, pay, benefits, rights, labor/management relations, etc.)